



La Salle Academy Lithgow
Information and Communication Technology (ICT)
Strategic Plan 2012 - 2014

Vision Statement for ICT

All students will leave school with an appreciation of the impact of ICT on their world and will have been provided the opportunity to work as efficient, effective and responsible users of ICT.

Leadership

ICT enhances leadership to meet the expectations and respond effectively to the possibilities of today and tomorrow's educational environments.

Learning and Teaching

Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents.

ICT Professional Learning

Teachers routinely share with other teachers locally and globally and engage in professional learning that develops their ICT skills and their integration of ICT. The ICT professional will develop a sense of independence and self-reliance in supporting and resolving their ICT situations.

Learning Spaces

Learning spaces integrate flexible physical spaces and interactive online spaces to provide continual seamless links to resources, local communities and global communities.

ICT Infrastructure

Reliable ICT infrastructure and technical support provides highly accessible and efficient use of ICT for learning, teaching and administration.

Administration

The school uses ICT for the efficient and effective delivery of all business processes.

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Leadership

Leadership		
Vision: ICT enhances leadership to meet the expectations and respond effectively to the possibilities of today and tomorrow's educational environments. Leadership strategies and practices that support seamless integration of ICT within contemporary learning environments		
Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Research into the use of emerging technologies is ongoing and is used to inform planning for administrative procedures, future resources, future building, teaching practice and professional learning. Review and documentation of progress towards the goals within the ICT Plan occurs through teacher surveys; anecdotal reports of classroom integration; skills checklists for teachers; budget monitoring via spreadsheets and Accounts reports; updating of ICT procedures manual; annual reports to the CEO</p> <p>2008 - Established a position of ICT Coordinator for responsibility of coordinating planning and management of ICT integration. Manage and conduct technical support. Current release 0.2 FTE of load.</p> <p>2008 - Established an ICT Committee that meets regularly to discuss ICT planning and management issues. Committee composed of ICT Coord, rep from each KLA, Teacher-Librarian.</p> <p>2010 - ICT Levy.</p>	<p>To redevelop the ICT Strategic Plan to ensure that is aligned with views of the school community and is referenced by the appropriate National, State and Catholic policies.</p> <p>To establish clear criteria for evaluating the effects of integrating ICT within teaching, learning and administration.</p> <p>To submit annual reports that document the progress towards the goals within the ICT Plan</p> <p>To extend current ICT Cttee – each KLA to have a collaborative team</p> <ul style="list-style-type: none"> • To review the ICT levy to ensure an appropriate level of funding to achieve the goals for the integration of ICT. <input type="checkbox"/> To continue current budget planning to ensure a steady spending pattern. 	<p>The school has a clearly articulated shared vision for ICT in teaching, learning and administration, as a result of collaboratively consulting with the La Salle community and makes reference to the appropriate National, State and Catholic policies.</p> <p>eLearning leadership is distributed across the school to ensure the integration of ICT is a focus in planning.</p> <p>ICT resources are up-to-date and allow the school to respond to modern trends and rapidly take advantage of future improvements in ICT delivery and infrastructure.</p>

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Timeframe	Budget	Review
<p><i>The school has a shared vision for ICT in teaching, learning and administration, as a result of collaboratively consulting with the La Salle community and makes reference to the appropriate National, State and Catholic policies.</i></p> <ul style="list-style-type: none"> To redevelop the ICT Strategic Plan to ensure that it is aligned with views of the school community and is referenced by the appropriate National, State and Catholic policies. To establish clear criteria for evaluating the effects of integrating ICT within teaching, learning and administration. To submit annual reports that document the progress towards the goals within the ICT Plan <p><i>eLearning leadership is distributed across the school to ensure the integration of ICT is a focus in planning.</i></p> <ul style="list-style-type: none"> To extend current ICT cttee– each KLA to have a collaborative team <p><i>ICT resources are up-to-date and allow the school to respond to modern trends and rapidly take advantage of future improvements in ICT delivery and infrastructure.</i></p> <ul style="list-style-type: none"> To review the ICT levy to ensure an appropriate level of funding to achieve the goals for the integration of ICT. To continue current budget planning to ensure a steady spending pattern that will achieve the school's goals for ICT integration 	Complete ICT review using an e-tool – survey of Principal, ICT Coord and all teachers	ICT Cttee	Aug-Sep 2012	Nil	Annual
	Reference to National, State and Catholic policies	ICT Cttee	Aug 2012	Nil	
	Discuss criteria with Curriculum Committee	ICT Coord	May 2013	Nil	
	Establish reliable methods of collecting data evaluating the effects of ICT within teaching, learning and administration	ICT Cttee	May 2013	Nil	
	Set up KLA based collaborative teams	ICT Cttee	Continuous	Nil	Annual
	KLA Co-coordinator becomes responsible for strategic leadership for ICT within KLA	ICT Integration Teams		Nil	
	Documentation of ICT integration strategies used in each subject area	KLA Co-ords / ICT Coord	Sep Continuous	Nil	
	Maintain budget plans that are always forward-planned to the life of the current equipment.	ICT Cttee		Nil	Annual
	Review ICT priorities to adapt to current pedagogical trends and emerging technologies – conferences, professional learning, magazines, newspapers, online subscriptions, school visits, purchase of new software and hardware for testing			\$5,000 pa	

Teaching and Learning

Teaching and Learning

Vision: Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents

Pedagogical approaches that integrate ICT to enhance achievement create new learning opportunities and extend interaction with local and global communities.

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Improving student assessment and reporting</p> <ul style="list-style-type: none"> Limited attempts to actively analyse data for the learning decision making processes Recently increased the sophistication level of analysis for use as an effective “learning tool” <p>Analysis of data to improve learning and teaching currently involves</p> <ul style="list-style-type: none"> Centralising student assessment data to a common digital format Monitoring and benchmarking analysis of: <ul style="list-style-type: none"> NAPLAN (National Assessment Program in Literacy and Numeracy) at Yr 7 and Yr 9 Analysis of data on health issues and specific learning difficulties and giftedness Analysis of behavioural data Benchmarking analysis allows: <ul style="list-style-type: none"> monitoring of student progress timely identification of students performing outside expected level based on previous assessments 	<p>Improving student assessment and reporting</p> <p>To increase in the accuracy, accessibility and reliability of analysis of data to improve learning and teaching</p> <p>To use data analysis to</p> <ul style="list-style-type: none"> help develop and monitor curriculum performance allow the assessment of pedagogical approaches allow a far more objective measure of the impact changes might have on any aspect a student’s learning experience 	<p>ICT is used to analyse data related to student learning in order to improve broader curriculum delivery issues and in order to provide timely intervention strategies to assist individual students overcome learning difficulties and cater for individual learning styles and abilities.</p>

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Action from analysis</p> <ul style="list-style-type: none"> Identified students are individually surveyed to identify possible causative factors. If a number of students have demonstrated an above or below expectation performance this can be use to specifically identify: <ul style="list-style-type: none"> curriculum strengths and weaknesses timetabling anomalies non-inclusive or inclusive pedagogies student welfare concerns and a number of other important student centred phenomena. Distribution of analytical trends can also be used to inform teachers and leads to learning environments that are far more specifically tailored for individual students' needs. <p>Parental involvement in the educational process</p> <ul style="list-style-type: none"> Parents are involved in subject selection from year 8-12 through printed information, parent/teacher interviews and information evenings Parents currently have no direct access to online data Staff currently has limited access to assessment data and monitoring system that can be used to identify changes in student performance data longitudinally from year to year. <p>ICT used to provide for culturally diverse perspectives</p> <ul style="list-style-type: none"> Digital content is accessed online and locally and via the Internet 	<p>To provide secure and reliable data access to be used as a basis for discussion of student progress with students and parents.</p> <p>To facilitate parental involvement in the educational process</p> <p>ICT used to provide for culturally diverse perspectives</p> <ul style="list-style-type: none"> To expand online Internet content and local resources To collaborate with global communities of diverse cultural types 	<p>ICT structures provide parents with effective communication avenues with the school.</p> <p>ICT readily allows parents access to engage in the learning process. It enables them to more accurately track the educational progress of their children by providing timely feedback and on-going secure reporting of student learning progress and welfare.</p> <p>ICT is used to connect with a diverse range of cultures and resources</p>

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>ICT used to personalise and extend learning</p> <ul style="list-style-type: none"> Teachers set a variety of topics and differential rubrics Student-centred activities which allow for collaboration within class groups Students irregularly integrate ICT within most subjects to: <ul style="list-style-type: none"> Investigate and research Test systems Solve problems and think critically Scaffold writing Create new understandings Manage information Collaborate, share and communicate with others mainly within the school Little use of ICT to support students to self-regulate their learning <p>Safe and secure access to ICT</p> <ul style="list-style-type: none"> There is a moderate level of security and safety employed by network settings and filtering software Access to Internet content and technologies is filtered using software and students are educated in the ethical use of an ICT system. 	<p>ICT used to personalise and extend learning</p> <ul style="list-style-type: none"> To establish 1:1 computing throughout the school by Dec 2012 To replace most school housed computers with mobile technologies by Dec 2013 To enable students to work individually and collaboratively within the class and with others beyond the class (other students, teachers or experts) on authentic tasks To develop this integration within all subjects on a regular basis: <ul style="list-style-type: none"> Investigate and research Test systems Solve problems and think critically Scaffold writing Create new understandings Manage information Collaborate, share and communicate with others within the school and beyond <input type="checkbox"/> _To develop online student personal learning spaces where they can reflect on their learning and plan personal learning pathways: <ul style="list-style-type: none"> ePortfolios eJournals access to cumulative assessment access to personal data on learning styles and abilities goal setting <p>Safe and secure access to ICT</p> <ul style="list-style-type: none"> To maintain high levels of security and safety for access to ICT To investigate and implement improved filtering and access for educational purposes To integrate compulsory courses for students to educate them on being safe, effective and efficient uses of ICT 	<p>In a 1:1 environment students and teachers with their own portable and mobile devices will facilitate better electronic interactions and sharing of content and ideas.</p> <p>Teachers use ICT systems that facilitate the creation, sharing, reviewing and integration of digital content within the school and globally.</p> <p>Establish local and global learning communities which contribute to learning for students</p> <p>ICT structures provide students with the means to assist them reflect on their learning and in planning their educational pathways.</p> <p>Students and teachers have safe, open access to utilise technologies for learning in ways that parallel uses outside the school.</p> <p>The use of ICT in school educates students to be highly aware and safe online users and more efficient and effective users of ICT beyond school.</p>

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Measuring and monitoring students' ICT capabilities</p> <ul style="list-style-type: none"> All students do at least one ICT subject in Years 7-10 where teaching and assessment of skills occurs ICT is used in the majority of classes for production of digital content using a variety of software No specific cumulative data on the ICT skills and capabilities of students <p>Sharing of information, practices and understandings across schools</p> <ul style="list-style-type: none"> Email to other staff members Online teaching groups and subscriber groups Very little online publishing by teachers or administrators 	<p>Measuring and monitoring students' ICT capabilities</p> <ul style="list-style-type: none"> To collect data on ICT skills and capabilities of students To provide online self-paced courses to provide certification of some ICT skills and capabilities <p>Sharing of information, practices and understandings across schools</p> <ul style="list-style-type: none"> To have all teachers and administrators subscribe to professional lists To encourage all teachers and administrators to share and publish ideas, materials and work practices with online groups via subscriber groups, blogs or websites 	<p>Students and school maintain an e-Portfolio of ICT capabilities and certification of ICT courses and skills.</p> <p>Teachers and administrators share and publish ideas, materials and work practices across schools locally and globally.</p>

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Timeframe	Budget	Review
<p><i>ICT is used to analyse data related to student learning in order to improve broader curriculum delivery issues and in order to provide timely intervention strategies to assist individual students overcome learning difficulties and cater for individual learning styles and abilities..</i></p> <ul style="list-style-type: none"> To increase in the accuracy, accessibility and reliability of analysis of data to improve learning and teaching To use data analysis to: <ul style="list-style-type: none"> help develop and monitor curriculum performance allow the assessment of pedagogical approaches 	<ul style="list-style-type: none"> Continuation to improve benchmarking analysis to allow further identifications of trends that may be impinging on learning Standardised testing of Year 10 cohorts, probably an ACER MYAT equivalent. Incorporation of the "on demand testing" facility to incorporate adaptive testing models to more clearly identify the abilities of students with learning difficulties and those that might be gifted. 	<p>Database Manager</p> <p>Learning Enhancement Co-ordinator (LEC)</p> <p>KLA Co-ord's</p> <p>Ed Support Co-ord</p>	<p>Ongoing</p> <p>2012-2013</p>		<p>Annual</p>

<ul style="list-style-type: none"> allow a far more objective measure of the impact changes might have on any aspect a student's learning experience 	<ul style="list-style-type: none"> Systemising the interview process of "struggling" middle year's students to produce quantifiable data that could be used to identify commonalities in student performance factors. Further development of database that would allow <ul style="list-style-type: none"> a more general monitoring of student progress tracking systems that would include "live" data bases that allow all current assessments to be incorporated as soon as teachers recorded results parents to have access to "live" data base online a reduction in parent reliance on infrequent parent/teacher interviews Identification of non-assessment based influences on student performance through analysis of data on: <ul style="list-style-type: none"> health issues behavioural issues family circumstances specific learning difficulties 		Ongoing 2012-2014		
<p><i>ICT structures provide parents with effective communication avenues with the school.</i></p> <p><i>ICT readily allows parents access to engage in the learning process. It enables them to more accurately track the educational progress of their children by providing timely feedback and on-going secure reporting of student learning progress and welfare.</i></p> <ul style="list-style-type: none"> To provide secure and reliable data access to be used as a basis for discussion of student progress with students and parents. To facilitate parental involvement in the educational process 	<p>Development of a Parent Portal within the SIMON Intranet Allow parental access to online data on assessment and reporting; learning styles; careers information; progress tracking; courses; attendance</p> <p>Expand communication links with school improved via the Parent Portal</p>	ICT Cttee Denbigh	2012-2013 ongoing		

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Timeframe	Budget	Review
<p><i>ICT is used to connect with a diverse range of cultures and resources</i></p> <ul style="list-style-type: none"> To expand online Internet content and local resources To collaborate with global communities of diverse cultural types 	<p>Expanded use of ClickView server or other such networked video application</p> <p>Collaboration with global communities of diverse cultural types</p> <p>Email links</p> <p>Use of groupware; blogs; forums</p>	Librarian & teachers	2012-2013 Ongoing	ClickView subscription	Annual
<p><i>Teachers use ICT systems that facilitate the creation, sharing, reviewing and integration of digital content within the school and globally.</i></p> <p><i>Establish local and global learning communities which contribute to learning for students</i></p> <p>ICT used to personalise and extend learning</p> <ul style="list-style-type: none"> To establish 1:1 computing throughout the school by Dec 2011 To enable students to work individually and collaboratively within the class and with others beyond the class (other students, teachers or experts) on authentic tasks To develop this integration within all subjects on a regular basis <ul style="list-style-type: none"> Investigate and research Test systems Solve problems and think critically Scaffold writing Create new understandings Manage information Collaborate, share and communicate with others within the school and beyond 	<p>Use of software to provide personalised interactions between teachers' and students' devices and allow teachers to monitor and control a classroom of device.</p> <p>Implementation of Online Learning Areas to provide class learning space and student personal space</p> <p>Development of secure and safe blog sites for all staff and students</p> <p>Establish some projects involving connections with teams locally and globally</p> <p>Investigate and implement software to provide improved use of ICT for think, creativity and communication</p>	<p>ICT Coord</p> <p>LMS Mgr</p> <p>LNS Mgr</p> <p>ICT Cttee</p> <p>ICT Cttee</p>	<p>2013</p> <p>Feb 2012</p> <p>Jun 2012</p> <p>2013</p> <p>2013</p>	tba	<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p>

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	Timeframe	Budget	Review
<p><i>ICT structures provide students with the means to assist them reflect on their learning and in planning their educational pathways.</i></p> <ul style="list-style-type: none"> To develop online student personal learning spaces where they can reflect on their learning and plan personal learning pathways <ul style="list-style-type: none"> ePortfolios eJournals access to cumulative assessment access to personal data on learning styles and abilities goal setting 	<p>Develop better use of podcasting and vodcasting</p> <p>Develop and implement Denbigh Learning Areas as class and personal spaces</p>	<p>ICT Cttee</p> <p>ICT Cttee</p>	<p>2013</p> <p>2012</p>		 <p>Annual</p>
<p><i>Students and teachers have safe, open access to utilise technologies for learning in ways that parallel uses outside the school.</i></p> <p><i>The use of ICT in school educates students to be highly aware and safe online users and more efficient and effective users of ICT beyond school.</i></p> <ul style="list-style-type: none"> To maintain high levels of security and safety for access to ICT To investigate and implement improved filtering and access for educational purposes To develop Denbigh Learning Areas to provide safe and secure access to Web 2.0 technologies in ways that parallel the external use of such technologies To integrate compulsory courses for students to educate them on being safe, effective and efficient uses of ICT 	<p>Continue with current filtering software</p> <p>Investigate and implement improved filtering if required</p> <p>Investigate safe Web 2.0 technologies outside Denbigh – implement if required</p> <p>Audit current courses Integrate or develop stand alone courses</p>	<p>ICT Coord</p> <p>ICT Coord</p> <p>ICT Cttee</p> <p>ICT Cttee</p>	<p>2012</p> <p>2012</p> <p>2013</p> <p>2013</p>		<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p>

Professional Learning

ICT Professional Learning

A professional learning culture that considers safe, equitable and ethical use of ICT and is responsive to the changing digital environment.

Vision: Teachers are involved in professional learning that continually develops their ICT skills and develops pedagogies that integrate ICT in the learning process that is routinely shared with other teachers locally and globally.

Current practice	Goals 2009 – 2012	Intended Outcomes
<p>Prioritisation of professional learning with ICT and about ICT</p> <ul style="list-style-type: none"> Low priority within total Professional Learning program ICT Review shows time and access to professional learning with ICT and about ICT is a problem for staff Basic skills in general applications, communication, internet research, administrative procedures and computer care is covered by all teachers In-house and external tuition for specific skills with applications or integration into teaching practice is provided for: <ul style="list-style-type: none"> Individuals, KLA/subject groups, administration groups, ICT cttee, whole staff Most professional learning is timely, focused and practical Minimal on-going and reflective learning <p>Development of Professional Learning Plans</p> <ul style="list-style-type: none"> no existence of these 	<p>Prioritisation of professional learning with ICT and about ICT</p> <ul style="list-style-type: none"> To develop to a high priority within total Professional Learning program To establish a formal process for developing and recording ICT skill development for the use of ICT and for the integration of ICT within teaching and learning and administration To ensure that course writing includes specific integration of ICT for teachers and for student use To provide more time and access for professional learning with ICT and about ICT To maintain flexible delivery of ICT professional learning through face-to-face and online activities provided by in-house colleagues or external experts To provide time for more staff to support others in professional learning with ICT and about ICT <p>To develop Professional Learning Plans that:</p> <ul style="list-style-type: none"> Are regularly audited Take into account individual, school and system needs and targets Enable on-going access and flexible use of resources <p>To develop an online database to enable teachers and administrative staff record achievement of individual, school and system targets for the use of ICT</p>	<p>There is a high priority of professional learning with ICT and about ICT.</p> <p>Professional learning with and about ICT allows teachers to:</p> <ul style="list-style-type: none"> Explore, understand and utilise ICT in teaching, communication, management and administration Integrate ICT in ways that produce more effective and more efficient teaching and learning Evaluate, create and share online learning resources with colleagues and students locally and globally <p>Staff members maintain Professional Learning Plans and the impact of ICT professional learning is constantly evaluated on the basis of meeting individual, school and system needs and targets.</p>

Current practice	Goals 2009 – 2012	Intended Outcomes
Sharing of innovative practice <ul style="list-style-type: none"> KLA based sharing occurs within KLA meetings and during course writing 	To share innovative practice <ul style="list-style-type: none"> Maintenance of KLA based sharing Publishing of innovative practice online Development of “experts” list to assist others learning specific practices 	Teachers use ICT tools to plan, access and share professional learning online within the school network and globally in timely, focused and practical ways.

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<i>There is a high priority of professional learning with ICT and about ICT.</i> <i>Professional learning with and about ICT allows teachers to:</i> <ul style="list-style-type: none"> Explore, understand and utilise ICT in teaching, communication, management and administration Integrate ICT in ways that produce more effective and more efficient teaching and learning Evaluate, create and share online learning resources with colleagues and students locally and globally To develop to a high priority within total Professional Learning program To establish a formal process for recording ICT skill development and for the integration of ICT within teaching, learning and administration To ensure that course writing includes specific integration of ICT for teachers and for student use To provide more time and funding for professional learning with ICT and about ICT 	Identify and find an e tool as the basis for understanding ICT PD needs of teachers and to assist in setting goals Set specific dates for ICT inservices Develop a database for recording all professional learning Establish data entry procedures Audit and rewriting of courses Establish a train-the-trainer model with time given to trainers to work with others	ICT Cttee ICT Cttee ICT Cttee KLA Coord ICT Cttee	2010 Nov previous yr 2012 2012-2014 2012-2014		Annual Annual Annual

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<ul style="list-style-type: none"> To maintain flexible delivery of ICT professional learning through face-to-face and online activities provided by in-house colleagues or external experts <p><i>Staff members maintain Professional Learning Plans and the impact of ICT professional learning is constantly evaluated on the basis of meeting individual, school and system needs and targets.</i></p> <ul style="list-style-type: none"> To development of Professional Learning Plans that: <ul style="list-style-type: none"> Are regularly audited Take into account individual, school and system needs and targets Enable on-going access and flexible use of resources To develop an online database to enable teachers and administrative staff record achievement of individual, school and system targets for the use of ICT <p><i>Teachers use ICT tools to plan, access and share professional learning online within the school network and globally in timely, focused and practical ways.</i></p> <p>To share innovative practice</p> <ul style="list-style-type: none"> Maintenance of KLA based sharing Publishing of innovative practice online Development of “experts” list to assist others learning specific practices 	Employ ICT Coaches to assist integrate ICT in the classroom	Exec - AP	2012		Annual
	Utilise cover teachers doing PD	Exec - AP	2012		Annual
	Increased teacher/staff PD to implement 1:1 computing				
	Utilise KLA meeting time	KLA Coord	2012		Annual
	Development of ICT Integration Website for use by teachers	Web Coord	2013		Annual
	Professional Learning Plan template developed	ICT Cttee	2012		
	Online database developed to allow entry of information on all aspects and allow auditing	ICT Cttee	2013		Annual
	Use of KLA meetings to share ideas Subscription of teachers to online groups Development of teacher blogs and forums	KLA Coord	2012		
	Published list used to assist others to find people to help with specific ICT advice	ICT Cttee	2012		

Learning Spaces

Learning Spaces

Learning spaces designed so that they connect school, home and community learning, increasing flexibility and supporting learning outside the school buildings and beyond the conventional school day.

Vision: *Learning spaces integrate flexible physical spaces and interactive online spaces to provide continual seamless links to resources both within the campus and through interactions with personal spaces, local communities and global communities.*

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Interaction and collaboration beyond the classroom</p> <ul style="list-style-type: none"> Investigation of Learning Management Systems (LMS) and online classroom spaces over past 2 years ICT cttee members shown how to use online classroom spaces Ad hoc use made of our Intranet Learning Areas or online spaces Digital content is stored within networked servers that are not available beyond the school LAN. Web-based library catalogue with federated searching of other libraries and online reference services and online subscriptions are available 24/7 essentially one-way provision of information Generally software is purchased with network licencing to allow programs to available for use throughout the school Planning for parental/family connections to the Intranet to allow them access to resources and opportunity to contribute to their child's learning <p>Classroom flexibility</p> <ul style="list-style-type: none"> All classrooms allow Internet and LAN access by teachers 	<p>Interaction and collaboration beyond the classroom</p> <ul style="list-style-type: none"> ICT to implement Intranet and beyond to ensure all classes are using <ul style="list-style-type: none"> Class learning spaces Student personal learning spaces Repository of digital resources Development of courses online Submission and assessment of student work Collaboration with local and global communities To provide some courses online for students within the school and outside the school. To move all digital resources to an online Content Management System (CMS) – Clickview, AccessIt to provide access 24/7 To embed system and nationally developed digital content into the curriculum To expand empowerment features of library catalogue and subscription connections to provide more interactive communication between teachers, students and parents and online experts To expand the ranges of programs and resources To develop the Parent portal with access to student work, assessment and progress, resources, course structures, calendars, attendance and communication links with teachers and school administrators 	<p>24/7 access to e-learning spaces is available through a secure intranet set up for all classes where students and teachers publish and share resources and ideas; participate in discussions; collect and submit work online; and receive assessment and feedback online.</p> <p>Establish local and global learning communities which contribute to learning for students</p> <p>Maintain a system of quality assured digital resources that are easy to locate, access and use.</p> <p>All physical learning spaces are ICT ready for the use of wired or wireless mobile technologies and where possible allow for the flexible arrangements of groups for collaborative learning</p>

Current practice	Goals 2012 – 2014	Intended Outcomes
<ul style="list-style-type: none"> ○ Desk movement can allow configuration for group work in most classrooms but rectangular shaped tables can hinder flexible configurations for group work ○ There are rooms with class sets of computers, specialist rooms with computers, computer labs and computers available in the library 	<p>Classrooms flexibility</p> <ul style="list-style-type: none"> ○ To adapt classroom furniture to assist in more flexible configurations required for collaborative group work ○ To provide laptops on trolleys to allow access to ICT within any classroom <p>To provide secure means for students to store and recharge their laptops in a 1:1 computing</p>	

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<p><i>24/7 access to e-learning spaces is available through a secure intranet set up for all classes where students and teachers publish and share resources and ideas; participate in discussions; collect and submit work online; and receive assessment and feedback online.</i></p> <p><i>Establish local and global learning communities which contribute to learning for students</i></p> <ul style="list-style-type: none"> • To implement Intranet and beyond to ensure all classes are using <ul style="list-style-type: none"> ○ Class learning spaces ○ Student personal learning spaces ○ Repository of digital resources ○ Development of courses online ○ Submission and assessment of student work ○ Collaboration with local and global communities • To provide some courses online for students within the school and outside the school. 	<p>Update Intranet</p> <p>Training of staff</p> <p>Training of students</p> <p>Establish usefulness and likely courses Determine delivery model Build courses</p>	<p>ICT Coord</p> <p>Web Coord</p> <p>ICT Cttee</p> <p>ICT Cttee</p>	<p>2013</p> <p>2012</p> <p>2013</p> <p>2013</p>		Annual

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<p><i>Maintain a system of quality assured digital resources that are easy to locate, access and use.</i></p> <ul style="list-style-type: none"> To move all digital resources to an online Content Management System (CMS) to provide access 24/7 To embed system and nationally developed digital content into the curriculum To expand empowerment features of library catalogue and subscription connections to provide more interactive communication between teachers, students and parents and online experts To expand the ranges of programs and resources To develop the Parent portal with access to student work, assessment and progress, resources, course structures, calendars, attendance and communication links with teachers and school administrators <p><i>All physical learning spaces are ICT ready for the use of wired or wireless mobile technologies and where possible allow for the flexible arrangements of groups for collaborative learning.</i></p> <ul style="list-style-type: none"> To adapt classroom furniture to assist in more flexible configurations required for collaborative group work To provide laptops on trolleys to allow access to ICT within any classroom To provide secure means for students to store and recharge their devices in a 1:1 computing environment 	Publish courses; Enroll and Certify students	Librarian	2012		Annual
	Update Intranet	ICT Cttee	2012		
	Update to Library catalogue system and online subscriptions	Librarian	2012		Annual
	Training of staff Training of students Training of parents	ICT Cttee	2013		Annual
	Audit furniture and update when needed with flexible furniture	ICT Cttee	2012		
	Pilot 84 mobile devices (iPads)	ICT Coord	2012		
	Look at locker or trolley system	ICT Coord	2012		
	Adequate lockers, recharging stations, swappable batteries and security cameras to be provided				

ICT Infrastructure

ICT infrastructure <i>The infrastructure that supports teachers, students and administrators to effectively plan, design, deliver, assess and report for contemporary learning.</i>		
Vision: Reliable ICT infrastructure and technical support provides highly accessible and efficient use of ICT for learning, teaching and administration		
Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Network Infrastructure</p> <ul style="list-style-type: none"> • Integrated wired network through all rooms of the school • Integrated wireless access through most areas of the school – upgrading to 802.11x • Wired network points to all staff work desks • Access to networked printers and scanners • Access to networked servers based on staff or student roles • Remote access to email and administrative functions via the Intranet is available • Access to curriculum resources is available but is very limited as the Content Management System is yet to be developed • Fibre optic 10GB connections between switches and 10GB between cores • Newly established ICT Admin Centre with reliable servers and redundant systems • Separate student and staff networks • Seperate student and staff Internet access policies 	<p>Network</p> <ul style="list-style-type: none"> • To integrate and expand wireless access to cover all areas of the school to achieve successful implementation of 1:1 computing • To development and implement a Content Management System for 24/7 availability of resources • To improve internet connection for staff and students to achieve successful implementation of 1:1 computing • To improve power supply and secure charging stations and storage to achieve successful implementation of 1:1 computing 	<p>The ICT infrastructure provides an integrated, efficient system for the full range of teaching, learning and administrative requirements</p> <p>Hardware, software and network infrastructure is systematically and routinely monitored and upgraded in light of emerging technologies and future requirements in curriculum and administration.</p>

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Hardware Delivery</p> <ul style="list-style-type: none"> • All teachers have ROOM based laptops • There is NO upgrade policy • Admin staff have desktops • Networked printers and photocopiers/scanners are available throughout the school • Digital camera and video cameras available • Servers are fitted with UPS • Wireless access points 802.11x capable of fastest current network speeds • All servers and network switches/routers highly integrated using VLANs and capable of expansion • Server rm, CR1 & CR2 fitted with air conditioning • Computer systems replaced on a 3 year cycle • Current total school student/computer ratio 1.2:1 • Current Years 9-12 student/computer ratio 1:1 • Laptop availability for students as KLA based class sets • Laptop availability for students with injuries • Multimedia projector systems installed in 80% of rooms (some are quire old and low lumens) <p>Software Delivery</p> <ul style="list-style-type: none"> • Licencing agreement in place • Network licences are purchased unless software is only required in specified specialist areas • General Office and major application software is retained for specified time to reduce upgrading cost for parents • Purchasing must be justified to satisfy curriculum or administrative requirements 	<p>Hardware Delivery</p> <ul style="list-style-type: none"> • To purchase laptops for student use in classrooms and library • To investigate the purchase of mobile devices, • To development a digital recording studio, and editing suite • To complete data projector system installations to all classrooms • To install some Interactive White Boards if criteria for use are met • To install some Interactive Data Projectors <p>• To develop video conferencing systems</p> <ul style="list-style-type: none"> • To achieve a whole school student/computer ratio of 1:1 by Feb 2012 • Use of mobile tablet technology (1:1) • By the start of 2014 all students will have a 1:1 issue of mobile devices <p>Software Delivery</p> <ul style="list-style-type: none"> • To continue current arrangements with software delivery 	

Current practice	Goals 2012 – 2014	Intended Outcomes
<p>Backup Systems and Disaster Recovery</p> <ul style="list-style-type: none"> • Backup server mirrors all critical data□ • Second backup regime based on weekly full backups and daily incremental backups to external hard drives stored in secure area in separate area of the campus • DRS procedures in place <p>Technical Support</p> <ul style="list-style-type: none"> • All systems purchased with 3 year extended next day on-site warranty • Outsourcing of tasks as required□ • Technical staff – 0.2 FTE ICT Coord; 0.2 FTE technician • Key Performance Indicators established to evaluate system and support services performance • Performance of all ICT staff and services is managed and appraised annually by the ICT Coord <p>Budgeting of Resources</p> <ul style="list-style-type: none"> • Annual operational and capital budgets are submitted to the Principal • A student levy for ICT is applied 	<p>Backup Systems and Disaster Recovery</p> <ul style="list-style-type: none"> • To investigate other backup and disaster recovery methods • To implement backup mirror servers for mission critical operations in another on-site location. <p>Technical Support</p> <ul style="list-style-type: none"> • To continue current arrangements with technical support for 2:1 computing • 1:1 computers to require an increase in staffing and ad hoc support • Online help desk system to log support jobs <p>Budgeting of Resources</p> <ul style="list-style-type: none"> • To continue current arrangements with budgeting 	<p>Technical support is NOT readily available to minimise disruptions to learning, teaching and administration.</p> <p>There is a system of monitoring of KPI's to maintain high standards of technical support.</p> <p>ICT budgeting provides for continual upgrading to allow the school to rapidly take advantage of future improvements in ICT delivery and infrastructure.</p>

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<p><i>The ICT infrastructure provides an integrated, efficient system for the full range of teaching, learning and administrative requirements</i></p> <ul style="list-style-type: none"> To integrate and expand wireless access to cover all areas of the school to achieve successful implementation of 1:1 computing To development and implement a Content Management System for 24/7 availability of resources To improve internet connection for staff and students to achieve successful implementation of 1:1 computing To improve power supply and secure charging stations and storage to achieve successful implementation of 1:1 computing To achieve a 1:1 computer/student ratio for Dec 2011 To achieve a whole school student/computer ratio of 1:1 by Feb 2013 By the start of 2014 all students will have been issued a 1:1 mobile device To continue current arrangements with software delivery To investigate other backup and disaster recovery methods To implement backup mirror servers for mission critical operations in well separated on- site location. 	<p>Infrastructure Audit by ITABIT</p> <p>Upgrade wireless controller to 802.11x and purchase of more access points</p> <p>Install access points as required throughout school</p> <p>Connected via Catholic Network Australia (CNA)</p> <p>Audit and upgrade power as required to achieve successful 1:1 functionality</p> <p>Purchase a mixture of mobile devices on trolleys and computer desktop systems</p> <p>Yr 7 starting in 2013 issue 1:1 mobile devices</p> <p>Increase licencing to manage 1:1 computing</p> <p>KLA specific software approved when shown it will be integrated into courses</p> <p>Ongoing research</p> <p>Install into Library which is secure and a safe distance from current server room in case of fire</p>	<p>ICT Coord</p> <p>ICT Coord</p> <p>ICT Coord</p> <p>ICT Coord</p> <p>ICT Cttee</p> <p>ICT Coord</p> <p>ICT Coord</p>	<p>2012</p> <p>2010</p> <p>2012</p> <p>2013</p> <p>2012-2013</p> <p>2012-2013</p>		

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<p><i>Technical support is NOT readily available to minimise disruptions to learning, teaching and administration.</i></p> <p><i>There is a system of monitoring of KPI's to maintain high standards of technical support.</i></p> <ul style="list-style-type: none"> To review current arrangements with technical support <p><i>ICT budgeting provides for continual upgrading to allow the school to rapidly take advantage of future improvements in ICT delivery and infrastructure.</i></p> <ul style="list-style-type: none"> To review current arrangements with budgeting – <i>Appendix 5: ICT Budget Plan 2009</i> 1:1 planning - Year 7 students to commence with purchase of own laptops in 2011 and Yr 10 in 2012 	<p>KPI's reviewed from Help Desk logs and feedback from end users</p> <p>1:1 computers to require an increase in staffing and ad hoc support</p> <p>Annual budget submitted to Bursar and the Principal</p> <p>ICT Levy provides some income from parents</p> <p>Spending tracked by Accounts Office and by ICT Coord</p> <p>Adjustments made as required</p>	<p>ICT Coord</p> <p>ICT Coord</p> <p>ICT Coord</p> <p>Bursar</p> <p>ICT Coord</p>	<p>2013</p> <p>2013</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		

Administration

Administration <i>The administrative practices that enable the effective management of information within and beyond the school community</i> Vision: <i>The school uses ICT for the efficient and effective delivery of all business processes.</i>		
Current practice	Goals 2012 – 2014	Intended Outcomes
<p>System Enterprise Solutions (Denbigh & TimeTabler) exist for</p> <ul style="list-style-type: none"> • Most business operations • Student records • Timetables • Daily organization • Student attendance • Student assessment and reporting • Data for tracking • Student progress • Library • Staff comms • School website • School Intranet • Historical archival material <p>Automation of business and ICT administrative procedures occurs</p> <p>Website used to:</p> <ul style="list-style-type: none"> • Communicate with parents, past students, prospective families, current staff and students, educational community, wider community • Promote activities and events • Promote the school □ _ <p>Systematic evaluation of SES's in relation to specific requirements.</p>	<p>To investigate and implement System Enterprise Solutions for:</p> <ul style="list-style-type: none"> • Content management for curriculum • Purchase orders • Improved student behaviour management • Online submission of updated personal details by parents • Cohesive search engine for all digital resources across both library and curriculum content management systems • Move historical archival material to web-based solution linked to website <ul style="list-style-type: none"> • To develop automated processes as required <ul style="list-style-type: none"> • To expand the promotion of the school to the wider community via the website <ul style="list-style-type: none"> • To evaluate all System Enterprise Solutions to develop solutions that improve existing processes 	<p>ICT improves the efficiency, quality and timeliness of school business</p> <p>Automated processes reduce errors in completion of critical processes</p> <p>Maintain a dynamic and informative website for communication and promotion of the school locally and globally.</p> <p>Systematically and routinely evaluate SES's in relation to strategic plans.</p>

Intended Outcomes and Goals	Key Implementation Strategies	Responsibility	TimeFrame	Budget	Review
<p><i>ICT improves the efficiency, quality and timeliness of school business</i></p> <ul style="list-style-type: none"> To investigate and implement System Enterprise Solutions for: <ul style="list-style-type: none"> Content management for curriculum Improved student behaviour management Purchase orders Online submission of updated personal details by parents Cohesive search engine for all digital resources across both library and curriculum content management systems Move historical archival material to web-based solution linked to website <p><i>Automated processes reduce errors in completion of critical processes</i></p> <ul style="list-style-type: none"> To develop automated processes as required <p><i>Maintain a dynamic and informative website for communication and promotion of the school locally and globally.</i></p> <ul style="list-style-type: none"> To expand the promotion of the school to the wider community via the website 	<p>Implementation of additional Denbigh modules</p> <p>Investigate the current system for submission of purchase orders</p> <p>Investigate and trial</p> <p>Investigate software Outsource transfer of data Link to website</p> <p>Outsource to programmers often in conjunction with Denbigh developers</p> <p>Newsletter and other publications delivered via website</p> <p>Events advertised and News updated dynamically</p>	<p>Principal & ICT Coord</p> <p>Principal & ICT Coord</p> <p>Principal & ICT Coord</p> <p>Principal & ICT Coord</p> <p>Principal & Web Coord</p>	<p>Ongoing</p> <p>2013</p> <p>2013</p> <p>ongoing</p> <p>2012-2013</p>		<p>Annual</p> <p>Annual</p> <p>Annual</p>
<p><i>Systematically and routinely evaluate in relation to strategic plans.</i></p> <ul style="list-style-type: none"> To evaluate all System Enterprise Solutions to develop solutions that improve existing processes 	<p>Evaluation criteria developed</p> <p>Review all solutions</p>	<p>Exec, Bursar & ICT Coord</p>			

Summary of adjustments to original plan to provide 1:1 computing

Completed by:

Aug 2011 – Infrastructure audit
Oct 2012 - Purchase of 84 iPads
Dec 2012 – Purchase 90 tablets (Win 8)
Oct 2012 - Network infrastructure upgrade – wifi setup
Oct 2012 – Purchase of new servers running Server 2012
Oct 2012 – Introduce a dual platform model
Dec 2012 - Electrical power provision upgrade
Dec 2012 - Software licencing increase (update software versions)
Dec 2012 - PD for staff to prepare for 1:1 - ongoing through 2012 and 2013.

General Comments

La Salle's projected community population of 255 students & 45 staff will require an additional expenditure for tablets to meet a 1:1 ratio. The expenditure will initially be met by leasing and govt grants.

Consideration must be given to the introduction of a policy that allows community members to bring their own devices onto the LAN.

Strategic provision of ICT devices for KLA usage within their learning areas

Since 2010, class sets have existed in the areas controlled by English, Science, and HSIE.

In 2013, class sets will exist in the following areas: RE, English, Science, HSIE, Maths, Art, Music, TAS (Graphics & Computing).

Centralised ICT resources

These resources are generally available for booking via the library resources booking system.

In 2013, computers will be provided in the following areas: Library – research areas; CR 2 & CR 4 – 25 w/s computer rooms.

From 2013, CR 1 & CR 3 will be removed from the centralised booking system. CR 1 will be transferred to TAS as a KLA resource and CR 3 will no longer exist.

Upgrade of Infrastructure

With recent upgrades to wireless access, switches, servers and cabling, we believe the infrastructure upgrades will be easily managed.

Recurrent Costs

Electrical power

The school is currently undergoing an audit to determine future power requirements.

Telecommunication

The school is connected to the CE Net with a bandwidth of 10MB synchronous. Investigate increasing the bandwidth for 2014. Costs of increased Internet traffic as a result of 1:1 computing will be determined.

Technical Support

Extra support will be required to rollout new computers within the school. This support will be required on a longer term basis to assist with daily distribution and maintenance of tablets on trolleys over the next two years.

Technical support to install new servers and wireless networking will be required and PD for Technical staff to maintain and develop the network changes will be required to ensure successful 1:1 implementation.

Additional staff will be required to assist teachers integrate ICT within the classroom.

Software Licences

A major strategy to ensure successful implementation of 1:1 computing in the classroom will be the use of software to improve personal interactions between teachers and students. This includes two facets – a curriculum delivery mode and a monitor/control mode.

Trials have highlighted three possible software solutions for the provision of learning material and control via a LMS, these are: Moodle, Edmodo and Google Apps..

Other current software licences will require extra licences based on our increased numbers of student devices.

Security

Facilities to securely store laptops during the cross over phase from 2:1 to 1:1 and eventually to ensure all student personal devices are secure will require an increase in surveillance cameras and security alarms around the College. We will be implementing a method of easily identifying devices and who “owns” them.

Environmental Considerations

The need for secure monitored recharge stations around the school will be investigated.
Alterations to the furnishings and layout of some classrooms and IT labs may be required.

Teacher PD

Internal teacher PD will occur in large group sessions during PD days, after school sessions and in small group or individual sessions through time release from classes. All staff will complete a list of skills. Other PD will include guest presenters, staff training other staff, external providers and conferences.

Employment of ICT coaches will provide assistance to teachers for ICT integration.

Some general skill development required moving to 1:1

- MS Office 2010 & 2013 – Word, Excel, PowerPoint and Outlook – 2012 & 2013
- Windows 8 (upgrade from MAC OS X 10.6.8) – 2013
- Intranet Document Management System and Learning Areas – 2013
- Basic functions of tablet devices – Jan/Feb 2013
- One Note basics – Feb/Mar 2010
- Using tablets effectively for teaching and learning 2013

Table 1: Moving to 1:1 Tablet Device Technology

		2012 (OCT->)		2013		2014		2015		2016		2017		2018	
		Tablet		Tablet		Tablet		Tablet		Tablet		Tablet		Tablet	
	Yr Level	Nos	Set ID	Nos	Set ID	Nos	Set ID	Nos	Set ID	Nos	Set ID	Nos	Set ID	Nos	Set ID
	12	42	A1-12	42	A1-12	50	A2-12	40	A1-12	40	B4-14	40	B5-14	40	OWN
	11	60	A2-12	60	A2-12	50	A1-12	50	B4-14	50	B5-14	50	OWN	50	OWN
	10					60	B4-14	65	B5-14	65	OWN	65	OWN	65	OWN
	9					65	B5-14	66	A3-12	70	B6-14	70	C7-15	70	OWN
	8					66	A3-12	70	B6-14	65	C7-15	65	OWN	65	OWN
	7	66	A3-12	66	A3-12	70	B6-14	65	C7-15	70	OWN	70	OWN	70	OWN
Achieving 1:1 tablet								<i>Return</i>	<i>A2-12</i>	<i>Return</i>	<i>A1-12 A3-12</i>	<i>Return</i>	<i>B4-14 B6-14</i>	<i>Return</i>	<i>B5-14 C7-15</i>
Devices Required	LSA	168		168		361		356		225		210		0	
School devices <4yo		174		174		400		400		260		260		50	
Balance		6		6		39		44		35		50		50	
Devices Required (own)	Pers Prop									135		250		360	
Student owned		0		0		0		0		135		250		360	